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# Montana 21st Century Community Learning Centers (21st CCLC)

## 2018 Grant Application Guidance

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OFFICE OF PUBLIC INSTRUCTION

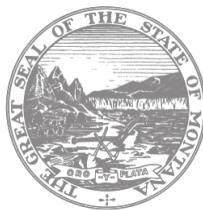


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## **GENERAL GRANT INFORMATION (MONTANA OPI 21st CCLC)**

### **Who May Apply?**

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations eligible under the 21st CCLC program include, but are not limited to: local educational agencies, community-based organizations, non-profit agencies, city or county government agencies, Indian tribe or tribal organizations, faith-based organizations, institutions of higher education, for-profit corporations, or a consortium of 2 or more such agencies, organizations, or entities.

### **Access to the E-Grants System**

If your organization is *not* a school district, and has never applied for a grant through the OPI's E-Grants System:

- You must first go to the OPI [E-Grants Logon Page](#) , to create a new user account. This account will assign your organization a LE number, and will provide access to the E-Grants application.
  - To create a new user account, click on “New User” under the LOGON header on the E-Grants Welcome page.
  - At the bottom of the text box that appears, click on “ADD NEW LEGAL ENTITY”.
  - Complete the “NEW LEGAL ENTITY REQUEST”
  - Click on “SUBMIT TO OPI”

### **Equitable Distribution of Funds:**

Montana strives for equitable distribution of funds. With a focus on high-needs communities, there is a large geographical spread to disperse the funds. Montana ensures equitable distribution of funds while using a scoring process to ensure high quality programs are funded.

Per cost principles for equitable distribution in ESSA, the OPI, in meaningful consultation with the governor's office, reserves the right to adjust grant award values to ensure equitable distribution of funds. An applicant may be awarded only a partial amount of requested funds in order to see as many high-quality programs as possible operating throughout the state.

All eligible applicants, both new or continuation grants, may apply for 21<sup>st</sup> CCLC funds for the following purposes:

- To support previously funded programs and services; and
- To expand to new schools/sites.

### **Application Limit**

A single population, e.g. specific grade, school, or district, can only be served by one grant. In the event, that multiple applications are received targeting the same populations, only one grant recipient will be awarded. The award will be based on the highest points awarded during the review process. The OPI reserves the ability to negotiate with applicants regarding populations served in the event there is duplication with new or existing grantees.



### Site Eligibility:

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations only if the program will be at least as available and accessible to the students to be served as if the program were located at an elementary or secondary school (section 4204(c)).

The term 'eligible entity' means a local educational agency, community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.

To apply for a Montana 21<sup>st</sup> CCLC grant, applicants must meet the following requirements.

According to ESSA 4203(a)(3)(A), eligible entities *must* serve:

(i) students who primarily attend:

(I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)<sup>1</sup>; and

(II) other schools determined by the local educational agency (e.g. Title I schools) to be in need of intervention and support<sup>2</sup>; and

(ii) the families of such students;

In addition, once meeting these requirements, 4204(b)(F) requires “an assurance that the program will target students who primarily attend schools eligible for school wide programs under section 1114 and the families of such students”. In Montana, this means schools with a student body in which 40% or more students are eligible for free or reduced meals. Free or reduced counts should be taken from the OPI’s AIM October snapshot.

If your application proposes to serve one or more schools that have been identified as needing targeted supports for a specific sub population, your application must demonstrate how the population served within the 21st CCLC program will be comprised of at least 50% of students from that targeted population. For example, if English Language Learners are the targeted population identified within the school in which you are proposing to serve, then your application must address how your program will serve at least 50% of English Language learners from that targeted school.

### Minimum and Maximum Grant Awards

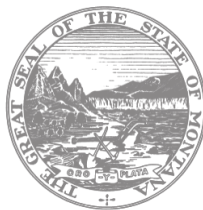
The minimum grant awarded will be \$50,000 per application per year (including continuation grants. No one organization or school district may receive more than a total of \$300,000 per year, whether the district or organization applies independently or as a consortium.

### Consortiums

A consortium is a group of two or more organizations who apply under one grant application with mutually agreed upon goals, objectives, budgets, and administration. Consortia may consist of multiple school districts, or school districts and community-based organizations, faith-based organizations, non-profits, private schools or a combination of any of the above. Priority points will be assigned if one member is a local education agency per ESSA 4204 (i)(1)(B)(i). (The above is not an exhaustive list). A consortium will have one fiscal agent, the applicant. If participating in

<sup>1</sup> As per the OPI, under the ESSA State Accountability System.

<sup>2</sup> For example, a local education agency could determine that Title I schools are in need of intervention and support.



a consortium, at least one representative from each entity must attend any required regional or state meetings, trainings, and conferences.

A consortium, as a whole, may apply for funding sufficient to support all of the organizations and/or school districts within its group (see *Montana OPI Funding/Formula* guidance pages 6-7); however, no one organization or school district within the consortium may receive more than a total of \$300,000 per year.

### Memorandum of Understanding (MOU)

The MOU is meant to be used as a formal document in the creation of a consortium. All MOUs of organizations within a consortium must be written and signed prior to the submission of an application. Items to consider are staffing agreements, data collection and reporting agreements, Family Educational Rights and Privacy Act (FERPA), workers compensation agreements, fiscal agreements, hiring protocols and procedures, and any other items deemed necessary for actively collaborating as a consortium. A copy of the MOU must accompany the application.

**Please note that an MOU is only required if you are applying as a consortium.**

### Award Duration

New Applications:

Montana will offer five year grant awards.

Continuation Applications

A renewal application is required annually. Following the fifth year, all programs must enter in to a new competitive competition for any future funding.

### Program Components

All grantees are required to provide **at least three<sup>3</sup> of the following components**, one component of which must include core academic enrichment or academic support activities that are aligned to local, state, and federal academic standards and local curricula designed to improve student academic achievement (activity 1 below).

Per ESSA Section 4205. Local Activities: “Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

“(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—

“(A) the challenging State academic standards and any local academic standards; and

“(B) local curricula that are designed to improve student academic achievement;

“(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;

“(3) literacy education programs, including financial literacy programs and environmental literacy programs;

“(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;

“(5) services for individuals with disabilities;

“(6) programs that provide after-school activities for students who are English learners that

<sup>3</sup> Note that, ideally 21<sup>st</sup> CCLC programs will have most or all of the listed elements. That said, to be considered a 21<sup>st</sup> CCLC program for purposes of reporting and counting students attending it, the program must meet the minimum criteria specified above.



emphasize language skills and academic achievement;

“(7) cultural programs;

“(8) telecommunications and technology education programs;

“(9) expanded library service hours;

“(10) parenting skills programs that promote parental involvement and family literacy;

“(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;

“(12) drug and violence prevention programs and counseling programs;

(Program Components-continued)

“(13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and

“(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.). (ESSA) 4205(a)(1-14).”

### Logic Model

In addition, all applicants must upload the Montana Logic Model, also known as the Montana 21<sup>st</sup> CCLC Evaluation Plan Table, which addresses the above components.

Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. Department of Agriculture funds are available for schools with 50 percent or greater free and reduced lunch eligibility counts.

### Family Services Components

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement in their children’s education and family literacy.

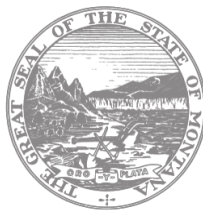
Services may be provided to families of students to advance the students’ academic achievement. However, programs are open only to adults who are family members of participating children. This component of the program is not intended to provide non-targeted programming such as GED.

### Partnerships

By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaborative partnerships can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community. Partnerships can benefit the collaborating partners through the sharing of resources and/or funds, volunteers and/or time, and advice or guidance.

Are there any private schools within the geographical boundaries for which you are proposing to serve? If yes, you will be asked to explain the process that you used to consult with those private schools about the grant opportunity and availability of services for those private school students. (As per U.S. Department of Education non-regulatory guidance).





Please note that partnerships are expected to be highlighted within each application. Partnerships may be in the form of a formalized consortium, or through more informal agreements between the grant recipient and other community-based partners such as law enforcement, businesses, universities, tribal agencies or other youth serving organizations.

A *Partnership Signature Form* document is required by all applicants regardless if you are applying as a single applicant or a consortium.

*21<sup>st</sup> CCLC grant applicants must provide* a description of the partnership between a local educational agency, a Community-Based Organization (CBO), and, if appropriate, other public or private organizations (Section 4204(2)(H)). If the local applicant is another public or private organization, the applicant must “(i) provide an assurance that its program was developed and will be carried out in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality, (ii) in alignment with the challenging state academic standards and any local academic standards.”

### ***Experience and Best Practice***

Partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, volunteers help staff the program, community partners provide space for the program to be held, and local businesses can provide cash donations to supplement costs and provide long term sustainability for continuation reductions in funding and when the grant funding expires. Seniors, local colleges, community groups, and churches are good sources of volunteers.

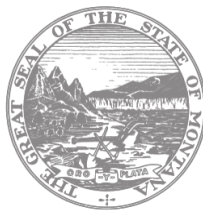
### **Typical Operations**

21<sup>st</sup> CCLC services are to be provided outside the regular school day or during periods when school is not in session (e.g., before school, after school, evenings, weekends, holidays, or summer), that reinforce and complement the regular academic programs of the schools attended by the students served.

It is *recommended* that:

- Programs operate, at minimum, an average of 60 hours per month.
- If offering summer programming, programs should operate at a minimum of 15 total days.
- Before school programs must operate at least one hour per day immediately prior to the start of school each day the program is offered.
- Programs that operate on weekends or during the summer should operate for at least three hours each day the program is offered.
- Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.





### ***Example of Minimum Scope of Operations***

The ABC Program at 123 Junior High School operates four days per week, Monday through Thursday, from 2:30 p.m. to 5:30 p.m. during the school year. Every other week, the program operates an extra two hours on Wednesdays. ABC also hosts parent nights, adds an extra hour every other week that showcases community partner programming.

### **Research suggests: more time spent in engaged and sustained learning activities yields greater benefits.**

The majority of community learning centers funded directly by the U.S. Department of Education are open at least 15 hours per week. To ensure that children have ample extended learning time, the U.S. Department of Education believes that, based on their analyses of CCLC and other after school program evaluation data, centers should be open three hours a day and at least four days a week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

### **Centers should also consider offering online activities that can extend learning beyond program time.**

**Summer:** Federal data collection requires a minimum of 30 days to report. However, for state reporting, we require all summer activity to be reported.

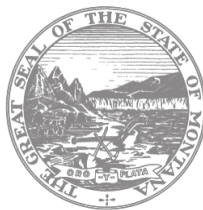
### **Program Attendance Requirements**

All programs are required to report attendance for students participating in before school, after school, and/or other non-school activities. As requested by the OPI, all data must be submitted in the required format by the provided due date at 11:59 pm MST. Based on experience and research, the OPI recommends that programs require elementary student attendance every day and middle school attendance at least three days per week within a five-day per week program. The OPI also recommends that activities are developed that encourage students' participation in a minimum of 30 days per year, or 60 hours per month. The OPI monitors all grantees' programs, including their attendance data, and periodically contacts grantees about the accuracy and results of the attendance as part of ongoing monitoring.

### **Staffing Requirements**

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21<sup>st</sup> CCLC program to have specific qualifications. However, if the 21<sup>st</sup> CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following: two years of higher education, associate degree, or pass a formal assessment.

Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21<sup>st</sup> CCLC program uses volunteers, they must be appropriately qualified (i.e. background checks are strongly encouraged).



### ***Experience and Best Practice***

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, the following key requirements for staff qualifications and staffing ratios might be applied:

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district.
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is encouraged and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors.
- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

### **Montana OPI Funding/Formula**

21st Century Community Learning Centers (CCLC) grant funds are awarded on a competitive basis for a five-year period, and are disbursed monthly on a reimbursement basis. Grants will be awarded to serve elementary, junior high/middle school, and/or high school students.

Community learning centers may apply for funding based on student attendance to support:

- after school programs during the regular school year only; and/or
- a before and after school program during the regular school year; and/or
- a program operating on weekends, school breaks, or early dismissal days as an extension of the before and/or after school program; and
- Programs that are operated in the summer (school year programming is required).

### **Formula for the Number of Students**

NOTE: The funding formula below is meant to serve as guidance while developing your award amount request. It is a recommendation, *not* a requirement.

The funding formula of a program will be awarded on a basis of number of students served:

- up to \$7.50 per day x number of students anticipated to participate in the program x number of days the program will operate in the after school hours; or
- up to \$10 per day x number of students anticipated to participate in the program x number of days the program will operate in both the before and after school hours; or
- Number of days the program will operate on non-school days (weekends, holidays, summer) x number of students anticipated to participate in the program x \$7.50 for a three-hour program or \$10 for at least a four-hour program.



(OPI Funding Formula-continued)

Evaluation/Professional Development/Access/Administrative Costs

**Additional data that must be included in the application budget for funding:**

- a) **Evaluation:** It is *recommended* that *approximately four* percent of each site's total budget be reserved for federal, state, and local evaluation efforts.
- b) **Professional Development:** *No less than five percent* of each site's total budget ***must be*** reserved by the grantee for training, staff development, and technical assistance.
  - Resource: U.S. Dept. of Education ([You for Youth PD website](#))
  - Grantees must budget to attend two regional trainings and one state conference per year.
- c) **Access:** *Up to eight* percent of each site's total budget ***may be*** used to meet local needs for:
  - transportation costs;
  - ensuring safety and accessibility of program facilities;
  - elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability; and/or
  - other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).
- d) **Administrative Costs:** *Up to 40* percent of each site's total budget ***may be*** used for administrative cost (i.e., program coordinator, data collection, programming, emergency planning, and professional development).

Allocation of funding over the five-year grant for new applicants

Upon execution of a signed and approved grant contract, the grantee must complete the E-grants requirement and will be assigned to work with a grant manager for their budget requests.

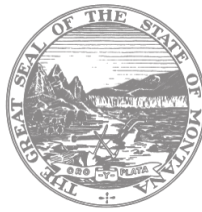
**Funding Flexibility**

Grantees may move up to 10 percent between budget categories without an amendment as long as required allocations for evaluation, professional development, access, and administrative costs are maintained.

Grantees that are local educational agencies (LEA) are permitted a certain amount of flexibility in their use of program funds, as follows:

**School-Wide Programs**

LEAs are permitted to consolidate and use funds under Part A of Title I together with 21<sup>st</sup> CCLC and other ESSA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21<sup>st</sup> CCLC award.



### Grant Budget Restrictions

The 21<sup>st</sup> CCLC program is intended to serve as a supplementary program that can enhance an LEA's reform efforts to improve student academic achievement. The OPI strongly encourages local programs to identify other sources of related funding and to describe in the 21<sup>st</sup> CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, state, and local programs that also offer after school services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21<sup>st</sup> CCLC grants to drive away or supplant other programs.

An organization participating in the 21<sup>st</sup> CCLC program receiving funding for an after school or before and after school program may expend *up to* 40 percent of annual funding of administrative costs associated with the day-to-day operations of the program. Indirect costs are excluded in administrative costs and can be taken in addition.

### ***Experience and Best Practice***

Title I funds, in concert with the 21<sup>st</sup> CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21<sup>st</sup> CCLC program funds can also meet the needs of parents seeking supplemental educational services, such as tutoring and academic enrichment, for their children. Local 21<sup>st</sup> CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21<sup>st</sup> CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program for "afterschool snacks," and in some cases, to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21<sup>st</sup> CCLC programs to serve children outside of the regular school day. In no case, however, may 21<sup>st</sup> CCLC funds be used to supplant other federal activities.

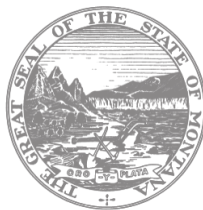
### **USDA Food and Nutrition Services Afterschool Snacks**

**OPI Afterschool Snack Program: 406-444-3095**

**Child and Adult Care Food Program: 406-444-4347**

LEAs or other organizations may charge indirect costs to the 21<sup>st</sup> CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All collaborative partners must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A collaborative partner that does not have a current indirect cost rate must consult the participating LEA in the grant application and use that school district's indirect rate. Indirect costs are excluded in administrative costs.

For applications requesting the funding of multiple sites, funds calculated for administrative/ indirect costs for each individual site may be combined for the purposes of



(Grant Budget Restrictions-continued)

overall site administration, e.g., one project director for multiple sites.

An organization that receives a 21<sup>st</sup> CCLC grant may use the funds for allowable costs only during the grant award period.

Unexpended grant funds may *not* be carried forward in any fiscal year.

The OPI discourages applicants from proposing to charge fees although community learning center programs and services funded through 21<sup>st</sup> CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. Programs that propose to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application. Any fees collected from charging to participate in the program must be tracked separately by the fiscal agent and a clear audit trail must exist from the beginning to determine separation of federal funds from fees and charges collected to participate in the program.

21<sup>st</sup> CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using CCLC grant funds to pay for existing levels of service funded through any source.

### **Prioritized Eligibility for Funding**

Federal funding has currently been allocated to Montana for 21<sup>st</sup> CCLC grants to programs serving elementary, middle, and/or high school students. Grantees awarded a 21<sup>st</sup> CCLC grant will receive a five-year grant award. Each year's annual installment of funds will be disbursed through the E-grant process and is contingent on the availability of federal funds and receipt by the OPI of the state's annual allocation of federal 21<sup>st</sup> CCLC program funds.

Priority Points: (Priority Points are assigned according to required priorities in the ESSA law):

- The OPI shall give 10 priority points "to applications proposing to target services to (II) enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and "(ii) the families of students described in clause (i);" 4204(i)(I)(A)(i)(II). There is a Priority Points tab within the grant application for the applicant to address this topic, and third party readers will determine the applicant's eligibility to receive the priority points for this section based on the response to this question within the application.
- The OPI shall give 10 priority points to applications submitted jointly by eligible entities consisting of not less than 1—"(i) local educational agency receiving funds under part A of title I; and "(ii) another eligible entity (ESSA 4204(i)(1)(B)).





(Priority Points-continued)

- The OPI shall give 10 priority points to applications submitted that “(i) are, as of the date of the submission of the application, not accessible to students who would be served; or (ii) would expand accessibility to high-quality services that may be available in the community. The OPI will determine if this is addressed in the Priority Points section of the grant application, and points will be awarded based on OPI’s determination if the applicant meets this definition.

**Bonus Points** (Bonus Points are awarded based on OPI goals).

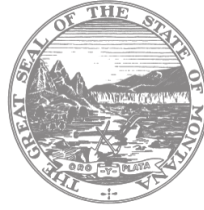
- Two bonus points will be given to a program which runs:
  - 10 hours per week; 28 weeks per year for the school year.
- Five bonus points will be given to a program which runs:
  - 6 weeks per year during the summer term (June 1 – August 31)
  - If multiple centers (within a consortium, or within a school district with more than one center) are offering summer programming at a single location, that is easily accessible to all the students from each school year center, that summer center will qualify)
- Five bonus points will be given to applications that were previously funded who met all data and evaluation reporting timelines.

NOTE: If multiple applications have the same final score, preference will be given to the application representing equality in funding distribution based on size, and geographical location.

### **21<sup>st</sup> CCLC Program Specific Assurances**

In addition to the general assurances required by all grant applications received by the OPI, the following 21<sup>st</sup> CCLC program specific assurances will be required with each application:

1. That the program will take place in a safe and easily accessible facility Section 4204(b)(2)(A)(i).
2. That the program was developed and will be carried out --
  - (i) in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities described in subparagraph (H), in compliance with applicable laws relating to privacy and confidentiality; and
  - (ii) in alignment with the challenging State academic standards and any local academic standards; 4204(b)(2)(D)(i-ii)
3. That the program will target students who primarily attend schools eligible for school wide programs under section 1114 and the families of such students; Section 4204(b)(2)(F)
4. That the funds appropriated to carry out this part will be used to supplement, and not supplant, other Federal, State, and local public funds expended to provide programs and activities authorized under this part and other similar programs; 4204(b)(2)(G)
5. That the program or activities shall measure student success that is aligned with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures described in section 4203(a)(14)(A).
6. That the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application; 4204(b)(2)(L)
7. That the program will comply with all OPI data collection and reporting requirements including submitting all data reports before or by 11:59 PM on the due date.



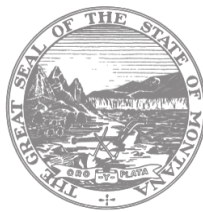
(Assurances-continued)

8. That the program will require all data collection and reporting staff to follow the Family Education and Rights Privacy Act (FERPA)
9. That the program will participate in two required regional meetings per year and one state conference.
10. That the program will enroll in and complete the online Y4Y Summer Learning Course by September 30<sup>th</sup>. Failure to complete this course will result in the OPI restricting access to funds until documentation of course completion is provided.

### **Grievance Process**

If a grantee, individual, or organization feels the OPI or another organization has violated a specific law or regulation, follow this complaint process. For details go to the Montana OPI [State and Federal Grants Handbook, Complaints and Hearings \(200.4\)](#)





## 21<sup>st</sup> CCLC Definitions

**Annual Performance Report (APR) Data:** APR data is all of the data that is reported to the federal government, including site and center information, 21<sup>st</sup> CCLC activities, attendance, staffing, teacher surveys, and assessment scores. The reporting of the APR data is broken into three terms: Summer, Fall, and Spring. The OPI's 21<sup>st</sup> CCLC staff submits all the APR data, collected from each center, into the federal "21APR" system.

**Authorized Representative (AR):** the AR is the official designation indicating the individual responsible for submitting official educational program documents and reports to the OPI. This includes the final application, and any amendments made throughout the grant cycle.

**Center:** is the physical location where the majority of the programming for the 21<sup>st</sup> CCLC after school activities occurs. There may be multiple centers within a site. For example, The Missoula, MT school district (the site) may apply for a grant, and set up two school centers (one at Franklin School, and one at Hawthorne School) within the district where students attend 21<sup>st</sup> CCLC programming.

**Center Coordinator:** A Center Coordinator is the person responsible for the daily operations and programming within an after-school center, including the supervision of the center's staff, data collection and reporting, and activities development. If the grantee has one center, the site director and the center coordinator may be the same person.

**Community Learning Center (ESSA 4201(b)(1)(A-B)):** "the term 'community learning center' means an entity that —

"(A) assists students to meet the challenging State academic standards by providing the students with academic enrichment activities and a broad array of other activities (such as programs and activities described in subsection (a)(2)) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that—

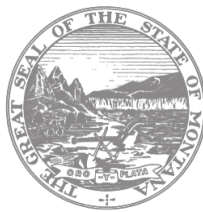
"(i) reinforce and complement the regular academic programs of the schools attended by the students served; and

"(ii) are targeted to the students' academic needs and aligned with the instruction students receive during the school day; and

"(B) offers families of students served by such center opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development."

**Consortium:** a group of two or more organizations who apply under one grant application with mutually agreed upon goals, objectives, budgets, and administration. Consortia may consist of multiple school districts, or school districts and community-based organizations, faith-based organizations, non-profits, private schools or a combination of any of the above. A consortium will have one fiscal agent, the applicant. If participating in a consortium, at least one representative from each organization or district must attend any required regional or state meetings, trainings, and conferences.

**Continuing School Improvement Plan (CSIP):** (Administrative Rules of Montana (ARM) 10.55.601) "To ensure continuous education improvement, the Montana Board of Public Education established the requirement for a continuous school improvement plan. The school district and each of its schools shall develop, implement, and evaluate continuous school improvement plans and make the plans available to the public. These plans shall be reviewed on



(21<sup>st</sup> CCLC Definitions-continued)

a yearly basis to reflect a continuous improvement process.” For more information go to the OPI website: [OPI Continuous School Improvement Plan](#)

**Family Educational Rights and Privacy Act (FERPA):** “(FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.” Taken from [“What is FERPA?”](#)

**NOTE:** All 21<sup>st</sup> CCLC staff that are working with confidential student information (e.g. attendance data collection and reporting) need to have an understanding of the requirements of the FERPA.

**Fiscal Agent:** a Local Educational Agency (LEA) or other organization acting as the financial representative of a 21<sup>st</sup> CCLC grant. This is the same as the Grantee Name.

**Fiscal Year:** The 21<sup>st</sup> CCLC fiscal year runs from July 1, 20XX – June 30, 20XX. All program funds must be used within the fiscal year, and cannot be rolled over into a new fiscal year.

**Grant Cycle:** Each 21<sup>st</sup> CCLC grant runs for a 5-year cycle. At the end of the grant cycle, a program can submit a new competitive application for another 5 years. Programs are required to submit a renewal application annually.

**Program Year:** The 21<sup>st</sup> CCLC program year runs from June 1, 20XX – May 31, 20XX. The program year is broken down into three terms: the Summer Term (June 1, 20XX – August 31, 20XX); the Fall Term (September 1, 20xx – December 31, 2-XX); and the Spring Term (January 1, 20XX – May 31, 20XX).

**Site:** is the fiscal agent of the grantee. The site organization is the primary grant applicant. The site may also be the location of one of the centers.

**Site Director:** The person hired to manage all aspects of the grant including but not limited to staffing, grant management, program administration, sustainability planning, and supervision of all staff (including Center Coordinators, data collection and entry staff, assistants and others). The site director may be the same person as the AR.

**Supplement not Supplant:** Under the federal “supplement not supplant” requirement, 21<sup>st</sup> CCLC grantees may use grant funds only to supplement and to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of participating students. In no case may a school district use federal program funds to supplant – take the place of – funds from non-federal sources. Pursuant to guidance from the U.S. Office of Management and Budget (OMB), U.S. Department of Education auditors are to presume that supplanting has occurred in three cases: (1) the grantee used federal funds to provide services that the grantee was required to make available under other federal, state or local laws, (2) the grantee used federal funds to provide services that it provided with non-federal funds in the prior year, (3) the grantee used federal funds to provide services for participating children that the grantee provided with non-federal funds for nonparticipating children. These presumptions are rebuttable if the grantee can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.